

## De Anza College

### Program Review – Annual Update Form – Fall 2025

1. **Department/Area Name:** Math Dept/ PSME/MPS
2. **Name of individual(s) completing the form:** Yvette Alva-Campbell
3. **Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).**

Over the past two years, the MPS program has used feedback from RAPP to refine its mission, clarify its target population, and identify structural supports necessary for student success. RAPP noted that while the mission and goals of MPS were clearly stated, greater specificity was needed regarding the students served. In response, MPS has explicitly defined its target population as students who struggle in mathematics or experience math anxiety. Program data indicate that many MPS students have previously failed at least one math course and are commonly referred to MPS by counselors as a targeted intervention when students are repeating or reattempting math coursework.

RAPP feedback also prompted the program to more clearly document student demographic trends to support equity-based goals. In 2024–2025, Latinx students represented 45% of the MPS cohort, an increase of 5 percentage points from the previous year and the highest proportion in the past five years. Additionally, success rates among African American students increased by 13 percentage points in 2024–2025. These gains demonstrate MPS's expanding reach and positive impact among historically underserved students and underscore the program's role in addressing equity gaps in math completion and persistence.

In addition, RAPP emphasized the importance of counseling support in promoting student success. Embedded counselors play a critical role by proactively identifying at-risk students, addressing math anxiety, and reinforcing enrollment in appropriate math pathways. To effectively serve the current student population and scale services, the program has identified the need for two embedded counselors. Without sufficient counseling support, students who have previously failed math or experience high math anxiety are at greater risk of course withdrawal, repeated failure, and delayed academic progress.

Overall, RAPP feedback has guided MPS to strengthen data use, clarify program focus, and align staffing needs with demonstrated student characteristics and outcomes, ensuring that MPS continues to support math persistence and success for underserved populations.

**4. Describe any changes or updates that have occurred since you last submitted program review (program review [submissions](#)).**

Since the last comprehensive program review submission, several notable changes and updates have occurred within the MPS program. As anticipated in the previous review, one of the MPS counselors transitioned into another PSME position in January 2024. To maintain student support services, MPS hired a full-time temporary counselor on a one-year appointment. While this has allowed the program to continue serving students, the temporary nature of the position limits continuity and long-term planning. To preserve program stability and ensure students receive consistent academic and emotional support, the approval of a full-time permanent MPS counselor remains an urgent and high-priority need.

In response to student academic needs and ongoing assessment, MPS has expanded its academic support offerings by adding Academic Excellence Workshops (AEWs). AEWs provide structured, high-impact academic support aligned with MPS-supported math courses and are designed to reinforce course content, strengthen problem-solving skills, and reduce math anxiety. These workshops also allow the program to more intentionally track student engagement and better assess the academic impact of MPS interventions.

Additionally, MPS math faculty have collaborated to develop a non-credit MPS math course aimed at further supporting students who struggle with foundational math skills. Requests for course designation will be submitted to the curriculum committee in Winter 2025 and courses would likely be offered as early as Spring 2026.

AB 1705 continues to significantly impact student success rates within MPS. With the removal of developmental math courses, success rates—particularly in precalculus—have declined compared to pre-AB 1705 implementation. Many students, especially in their first quarter of precalculus, struggle due to gaps in basic algebra knowledge. In response, MPS faculty have implemented targeted interventions, including additional office hours during weeks one and two focused exclusively on algebra review. After week two, math faculty collaborate with the assigned MPS counselor to identify students in need of additional support or personalized tutoring. Beyond individual tutoring, MPS continues to offer algebra-focused workshops with peer-led group tutoring beginning after week two.

Collectively, these updates reflect MPS's ongoing efforts to respond to program review feedback, address systemic changes impacting student success, and expand academic and counseling supports to meet the evolving needs of its student population.

5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?
Student Success in Math	To improve student success in math through innovative and collaborative approaches including extended lecture time, in-class tutoring, and embedded counseling services.	MPS Counselor/Coordinator, MPS Math Faculty	PSME faculty; Counseling, DSS Department, Dean of PSME, Director of STEM MESA	MPS counselors will work with MPS tutors and math faculty to ensure students are provided the resources to successfully complete their math course.	Increase in MPS course success rates; Enrollment Trends, Counselor-Student Ed plan completions.	Course Success Rate Trends, student input using student evaluations

<p>Student Retention in Math</p>	<p>The MPS program is a high touch program where the MPS counselor, MPS tutor and MPS Math Faculty work together to ensure students remain in the program and continue until their Pre-calculus and Calculus sequence is complete.</p>	<p>MPS Counselor/Coordinator, MPS Math Faculty</p>	<p>Counseling, Dean of PSME, Director of STEM MESA</p>	<p>MPS Counselors will meet with students to ensure ed plans are aligned with transfer goals and major requirements.</p>	<p>Enrollment in math sequences, number of completion of ed plans in each MPS class. Transfer data</p>	<p>Enrollment Trends, Math sequence retention, transfer data, degree completion data.</p>
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<p>Student STEM exposure</p>	<p>Build students' STEM identity and provide them with an insight into STEM programs at four-year institutions and careers that they would not get otherwise. Stronger STEM identity has been shown to increase persistence and retention of students in STEM.</p>	<p>MPS Counselor/ Coordinator, MPS Math Faculty, MESA Program Coordinator, MESA Director</p>	<p>MESA Program, PST Village</p>	<p>Provides students opportunities to explore prospective majors and careers by collaborating with PST and HLS Villages with speaker events, panels, and other related engagements.</p>	<p>Student survey assessments in the beginning and end of the year. As well as surveys conducted after an event.</p>	<p>Increasing STEM Identity, exposure and STEM community will be accessed by determining if MPS students will have taken more units in STEM courses. Survey – pretest when students enroll in MPS class, post-test at the end of the quarter for each MPS math class taken. Determine if students in MPS have a greater STEM identity as a result of being part of MPS.</p>
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6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence will you use to monitor progress?	How will you assess achievement of the goal?

7. Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. For example, what impact have these resources had on your program/department/office and measures of student success or client satisfaction and what have you been able to and unable to accomplish due to resource requests that were approved or not approved?

Approved personnel resources, including the temporary full-time MPS counselor, have allowed the program to continue delivering essential academic and emotional support services. The counselor plays a critical role in student intake, referrals, early alert follow-up, coordination with math faculty, and connecting students to tutoring, Academic Excellence Workshops (AEWs), and other campus resources. These supports have contributed to improved student engagement, timely interventions, and increased utilization of academic support services, particularly during high-risk periods such as the first weeks of the quarter.

However, the lack of approval for an additional full-time permanent counselor position has limited the program's capacity for long-term planning, consistent relationship-building with students, and sustained assessment of student outcomes. Reliance on a one-year temporary position restricts continuity of care, reduces the ability to scale services, and creates challenges in tracking student progress longitudinally. Without permanent counseling support, MPS is unable to fully expand proactive outreach, develop comprehensive evaluation measures, or meet growing demand for services from underserved student populations

8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.

The availability and limitations of program resources have had a direct and measurable impact on disproportionately impacted students served by the MPS program. MPS primarily supports students who struggle in mathematics or experience math anxiety, many of whom are from historically underserved populations. Program data indicate that Latinx students comprise 45% of the MPS cohort (2024–2025), reflecting MPS’s critical role in supporting equity in math success and persistence.

Approval of an additional MPS counselor will positively affect these students by providing early, targeted, and culturally responsive support. The presence of an MPS counselor has been especially impactful for disproportionately impacted students, who often require proactive outreach, consistent academic guidance, and affective support to persist in math courses—particularly in the post-AB 1705 environment. Counselors help students navigate math placement, manage math anxiety, and connect to tutoring, Academic Excellence Workshops (AEWs), and peer-led algebra workshops. These supports are essential in reducing barriers to access and increasing engagement during high-risk periods such as the first two weeks of the quarter.

At the same time, the lack of a full-time permanent counselor has disproportionately affected these students. Reliance on a one-year temporary position limits continuity of care and reduces the program’s capacity to build long-term relationships with students who may already face systemic barriers to success. Without stable staffing, MPS is less able to provide sustained follow-up, longitudinal tracking, and consistent intervention—factors that are especially critical for students repeating math or entering precalculus with significant algebra gaps.

9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (<https://www.deanza.edu/slo/>). In the table below, provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

**Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)**

Learning Outcome (SLO, AUO, SSLO)	NA
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Method of Assessment of Learning Outcome (please elaborate)	
Summary of Assessment Results	
Reflection on Results	
Strategies Implemented or Plan to be Implemented (aka: enhancements)	

**Please email this form to your dean/manager.**

10. Dean Manager Comments:

11. Vice President/Associate Vice President Comments:

The Math Performance Success Program continues to play a critical role in advancing equity and persistence for students who struggle in mathematics or experience math anxiety. Serving a predominantly Latinx and first-generation population, MPS provides high-touch, cohort-based support through embedded counseling, tutoring, Academic Excellence Workshops, and close collaboration with math faculty. The program has expanded academic interventions in response to the impacts of AB 1705 and continues to strengthen early-term outreach and algebra readiness support.